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AUTHOR Spiers, Elizabeth T.
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ABSTRACT

This paper is intended for entering college students who are blind or visually impaired, administrators, faculty and staff, family members, and counselors. First, characteristics of people with blindness and visual impairments are briefly summarized. Services such as translation of texts into braille or audiotaping, readers or assistants, and computer technology are identified. Then, rights and responsibilities of the students are reviewed. These include requesting such services as priority scheduling and registration, advance notice of books and resources required, preferential seating, and permission to use special equipment in classes. Financial aid for postsecondary education is considered next including help available from the vocational rehabilitation system and the institution's responsibilities. Advance evaluation of an institution's disability support services is recommended to students and families. Additional tips are offered for students and instructors. An annotated bibliography lists 31 print, tape, or organizational resources. (DB)

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STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED IN POSTSECONDARY EDUCATION

Students with blindness and visual impairments have sought and successfully completed postsecondary education as opportunities in education and employment have become available in virtually every sector in society. They make up a significant number of students with disabilities in postsecondary education. Four (4.1) percent of all students in postsecondary education have visual impairments, while 39 percent of students with disabilities are blind or have low vision (**Profile of Handicapped Students in Postsecondary Education**, 1987).

Students who are blind or have visual impairments can and do select education after high school in the same manner as their non-disabled peers. Such students, when choosing a college or university, might want to consider how the college or university can best meet their needs. Once entering postsecondary education, the student is responsible for providing documentation of his or her disability, and letting university personnel know about his or her needs.

This paper is geared toward entering college students who are blind or visually impaired, administrators, faculty and staff, family members, and counselors. It is also intended to assist disability support service providers in locating available resources.

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Characteristics of People with Blindness and Visual Impairments

People can lose their vision at birth, through genetic causes, or through illness or injuries.

Not all persons with visual impairments are totally blind. Many have some useable vision, and some may have only light perception. A student who is legally blind may still have a great deal of vision. Some students may be able to see large objects, for example, but have great difficulty seeing smaller things such as small print or a needle or pin. Others may have perfect 20/20 central vision, but have limited peripheral (side) vision, so they appear to be seeing things as if they were looking through a tube or straw.

Perfect vision is measured as 20/20. A person is considered *visually impaired* if his or her vision is no better than 20/70 with correction in his or her better eye. If a person's vision is no better than 20/200 in the best eye with correction, that person is considered *legally blind*. A person is also considered legally blind if his or her central vision is no larger than 12 degrees. If the person has 20/200 vision, it means that he or she can see at 20 feet what a person with normal vision sees at 200 feet.

Students with low vision share many of the same problems as students who are blind. They may face problems getting accurate access to information; locating large print materials; getting around in a large and unfamiliar setting; finding transportation; finding readers for library work, research reports and short articles, getting recorded textbooks on time, and participating in recreational or athletic activities.

Because their visual impairments are less apparent and less easily understood than students who are totally blind, many students with low vision may have additional difficulty in school. They may be able to see fairly well in one situation but less so in others because of fluctuating vision, or because they can see some things better than others. For example, a person with a visual impairment may see another person very well at a close distance, but would not be able to recognize that person far away. The person might see less well if he or she were ill or tired, or in a situation where there is poor light or too much glare to see easily. Also, night blindness can be common for people with low vision.

Each student with a visual impairment is different. Some students have quite a lot of vision and may require only slight modifications. They may, for example, be able to read quite comfortably with large print for a long time; others might be able to read comfortably for only a few moments. It is important to realize that students are different, and to take their needs and wishes into consideration when working with them. With the proper attitude, training, and modifications, students who are blind or visually impaired can function independently and participate fully in their postsecondary experience.

Services for Students Who are Blind or Have Visual Impairments

Students who are blind may use such aids as canes, raised-line drawings, or maps to get about independently. Some people use guide dogs.

Students who are blind may choose to have printed materials Brailled or recorded on audiotape. Students with low vision may read large print, usually defined as 16 to 18 point bold type, depending on the typeface used. Because preparing materials in alternate format takes time, students need to know what texts are required and recommended at least six weeks prior to the beginning of class.

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Students who read Braille must order the Brailled translation of print materials from a volunteer Braille service, the American Printing House for the Blind (for textbooks), or the National Library Service for the Blind and Physically Handicapped at the Library of Congress (for recreational materials). (See **Selected Resources** at the end of this paper for contact information).

Technological innovations have increased options for the required printed materials in alternate formats. Computers can be programmed to produce voiced, large print, or Brailled output. Optical scanners can "read" print.

People who read by listening to audiocassettes can arrange to have their books taped through such agencies as the Recording for the Blind (RFB), or the National Library for the Blind and Physically Handicapped. (Contact information is listed in **Selected Resources** at the end of this paper). RFB can also put textbooks and other materials on computer disks so that computer users can have Braille, speech or large print output on their computers.

Many students who are blind or visually impaired may use readers to assist them in class, take tests, or read textbooks.

By law, the college or university is responsible for providing access to the academic and social postsecondary programs. For students who are blind or have visual impairments, such access may include readers for classroom assignments and exams, assistance in obtaining materials in alternate format such as on tape, in Braille, or on computer disk. Access may include permitting a student to have extended time to read exams or assignments, permitting him or her to record class notes, or allowing the student to use a laptop computer or Brailler in class for that purpose. Students can arrange for these services through the campus disability support service offices (DSS).

The Department of Vocational Rehabilitation is primarily responsible for paying for readers or assistants that the student uses for personal use or study (e. g., studying or reading textbooks outside of class). If the student is not a VR client, the college is then responsible for paying for the readers to enable access to the programs. The students are responsible for hiring them. They can hire them through the college employment office, through informal means such as advertising or friends, or by contacting an organization such as a fraternity or sorority.

Services for Students Who are Blind

Students who are blind, especially by the time they reach college, may use a variety of aids and devices to function independently. They may, for example, use a combination of methods to get information, including readers, tape recorded textbooks and lectures, and Brailled materials. Also, computer technology has been especially helpful to students; they may use such devices as "talking" computers, computers with Braille printers, VersaBrailles (computers that produce Brailled information), computer notetaking devices such as Braille n' Speak, and optical character recognition (OCR) systems or scanners that convert text into speech.

Rights and Responsibilities of Students

Services for students with disabilities in postsecondary education are provided under a different authority than those used in elementary and secondary schools. At the elementary and secondary level, school administrators and parents are responsible for making sure the students get an appropriate education through the Individualized Education Plan process, determining their needs, and providing support services for them. These responsibilities are established under P.L. 101-476 of the Individuals with Disabilities Education Act of 1990 (IDEA), formerly the Education of the Handicapped Act (EHA).

In postsecondary education, however, the student is responsible for informing the college about his or her disability, and requesting accommodations and support services. Once a student has provided documentation of the disability and information about the services needed, it is then the postsecondary institution's responsibility to provide these services.

Students are not ***required*** to inform the college or university about their disability ***during the application process***. However, once they are admitted into the college, it is then their responsibility to notifiy the institution ***if*** support services are needed.

Students with disabilities are guaranteed access to programs and services in postsecondary educations through Section 504 of the Rehabilitation Act of 1973 (P.L. 43-112), and the Americans with Disabilities Act of 1990 (P.L. 101-336). Both of these laws prevent discrimination on the basis of a disability in postsecondary education and training. In addition, the ADA guarantees the prevention of discrimination at places of employment, public accommodations, transportation, state and local government services, and telecommunications.

Checklist of Services Requested by Students Who are Blind or Visually Impaired

Although all students with visual impairments are different, they can benefit from many of the same services in postsecondary education. They may need some of the following:

- Priority scheduling and registration,
- Advance notice of books and resources required for each class so they will have enough time to arrange for taped or Brailled versions,
- Preferential seating so they can better hear or see what goes on in class,
- Permission to use equipment such as tape recorders, "talking" computers, or computer notetaking equipment,
- Adaptations for regular class, mid-year exams, and final exams, such as extended time, taped exams, readers, and scribes for exam taking as needed,
- Adapted classes (such as physical education), course waivers, or course substitutions,
- Orientation to classrooms, buildings, and the campus,
- Tactile and large print maps, of campus/community,

- Access to campus shuttle buses, escort services, and/or other campus transportation,

- Textbooks on tape, either through the Recording for the Blind or through a local recording facility,

- Computers with voice systems, large print and Braille keyboards,

- Braille printers, scanner systems, adapted laptop computers, Optacons (devices which convert print to tactile images) for students who are blind,

- Closed circuit televisions (CCTVs), large print copiers, large print books, and computers with large print software for students with low vision,

- Talking calculators, raised line drawing kits, 4-track tape recorders, talking spell-checkers, and laboratory equipment for students who are blind or have visual impairments.

Financial Aid for Postsecondary Education

Some organizations which offer scholarships for students with visual impairments are the American Council of the Blind, American Foundation of the Blind, Inc., Council of Citizens with Low Vision, and the National Federation of the Blind. Contact each organization for details (addresses and contact information are listed in this paper under **Selected Resources**).

Students who are blind or have visual impairments can become clients of the federal/state vocational rehabilitation (VR) system. Such a person can become eligible for VR services if he or she has a disability, if the disability is a barrier to employment, and if the provision of VR services can possibly lead to employment. VR can assist in paying for a student's tuition, and for adaptive equipment for ***personal*** use such as Braillers, closed circuit televisions (CCTVs), and computer technology. It is, however, the institution's responsibility to provide and pay for services that all students with visual impairments use in public places. Examples of such accommodations include Brailled signs in elevators and majors entrances and exits, computers with large print and Braille output in university computer labs, and Kurzweil Reading machines and Optacons in the college library. In all states, it is VR's mandate to provide a person with financial assistance to facilitate training towards employment, but the amount and type of aid varies from state to state and among individual counselors as to who can become a client and what should be provided. (Note: VR services can be provided through a state commisison for the blind.)

Although it is now rare for VR to pay the full tuition costs for clients in college, VR may still contribute the dollars necessary to cover expenses if all sources of financial aid have been contacted, and there is still a need for support.

As part of the vocational rehabilitation process, a VR counselor meets with a client to write together an Individual Written Rehabiltation Plan (IWRP). A student must make sure that the necessary campus services are covered in the IWRP. The plan should specifically state the respective responsibilities of the student and the agency, and the student should request a copy. It is important to have this conference in plenty of time to allow the VR agency time to send authorization to the college or university Business Office and Office of Disability Support Services so the student will not be delayed in enrolling. Request HEATH's paper, **Vocational Rehabilitation Services: A Postsecondary Student's Consumer Guide** (1989).

Application Time

When students and/or families are investigating colleges and universities, they might want to be sure that the college of their choice offers enough services to meet their needs. The student may want to visit the school sometime during the application process, and talk with the Disability Support Services coordinator. Also, the student may find it helpful to talk to other students with visual impairments to find out their opinions of the school and the support services they receive. Students and/or families can write or call for HEATH's booklet, **How to Choose a College: Guide for a Student with a Disability** (1991), and its newsletter reprint, **The Student Consumer Speaks Up.**

TIPS FOR STUDENTS AND INSTRUCTORS

If the student needs alternate format, check with each other to make sure required books and texts are prepared before classes start.

Meet with each other before classes begin or as early as possible to discuss the strategies and modifications the students will need in class. You may, for example, want to discuss alternate teaching strategies such as saying out loud what is written on the board. Or you may need to arrange alternate means or advance preparation for taking tests and in-class assignments.

You both may want to tape lecture notes or arrange to use a Braille writer in class to write notes. If the Disability Support Service Office provides notetakers, you both can arrange for one to be in class, or arrange for a student in the class to take notes.

If you, the professor, use the blackboard extensively, you need to say aloud what you are writing. You both could also arrange for a student to write down or repeat what is written on the board.

If the students are required to do an in-class assignment, and it is not practical to do it with another student or with the adaptations you both use in class, you might arrange with each other to do it at a different time or location. Also, let each other know when in-class assignments are given so you can both make other arrangements, if necessary.

Discuss beforehand alternate methods for taking tests. You may want to arrange with each other to take the test orally at a separate time, have the test dictated, or type the answer in another room. You could also arrange for the exam to be taken through the Disability Support Service office.

TIPS FOR INSTRUCTORS

Do not make any assumptions about his or her needs and abilities. Remember to ask the student how you can be of assistance.

Announce at first several class meetings that students with disabilities can have a separate meeting with you to discuss what modifications or adaptations they need.

Identify yourself when greeting a student who is blind. When you are leaving, let the student know.

Speak directly to a student, not through a third party. Look at the student when you are speaking. It is helpful to maintain eye contact.

It is all right to use words and phrases such as "look," "watch," "I'm glad to see you," and/or "Do you see what I mean?"

It is not necessary to raise your voice when speaking to a student who is blind or visually impaired.

Provide a thorough orientation to the physical layout of the room, indicating the location of all exits, desks, raised floors, low-hanging objects, lecture podium positions, and other objects in the room.

Provide reading lists or syllabi at least six weeks in advance to allow the student time to have the materials Brailled, read, taped or put in large print.

Give front-row or preferential seating to students who are blind or have visual impairments; they need to be able to see and hear everything that is going on.

Allow students permission to use adaptive equipment in class such as tape recorders, or computer notetaking devices.

If necessary, assist the student in arranging for notetakers or class partners.

Face the class when speaking.

Describe clearly what you are writing on the blackboard, and whatever visual aids or graphics you use. Use specific descriptions. For example, say "two plus two equals four," rather than "this plus that equals this."

If requested, provide large print copies of classroom handouts by enlarging them on a photocopier.

Make sure that handouts are legible; mimeographed or ditto copies can be hard to read.

Prepare and inform students about assignments well in advance so they can arrange to have them adapted to the format they need.

Inform the students about field trips in advance so they can make alternate arrangements.

Allow the student to tape-record lectures. The Disability Support Service Office can provide a release form that will safeguard copyrighted information. All taped materials are erased at the end of the semester.

Establish ground rules for group discussions. Ask the student who is talking to identify himself or herself by name. When asking a student to respond to a question, identify that student by name.

Students with visual impairments will most likely need extended time for taking tests, and may need a scribe or reader to assist them in reading or writing. You can provide these accommodations, or the Office of Disability Services can assist you in providing them.

Other adaptations in class may be useful, such as using raised line graphs, tactile graphs, or large print illustrations. (See **Selected Resources** for information on how to obtain them.)

Provide extended time for assignments and tests if requested.

Do not pet guide dogs when they are in harness. They are working for the student and petting will distract them from the task.

Keep in mind that you do not need to rewrite your entire course; simply modify the presentation of materials to make them accesible for students with visual impairments.

Also keep in mind that your standards for academic credit should not be modified. All students must meet the required level of understanding and performance competencies for the course. You may need to modify the evaluation or testing method, but content should not be changed.

Contact available resources to assist you in working with the students. Resources include the Office of Disability Support Services, faculty who have worked with students who are blind or have visual impairments, professional and state organizations (listed elsewhere in this resource paper), and students with visual impairments themselves.

TIPS FOR STUDENTS

If possible, begin investigating colleges and universities in your junior or senior year in high school. Contact the Disability Support Services coordinator at the college(s) you are investigating to determine the range and type of services offered. Talk with other students who are blind or have visual impairments to get their feedback.

Once you are admitted, contact the Disability Support coordinator before your arrival on campus to provide documentation of your disability, and inform them about your needs for services.

It would be helpful to preregister or register early for classes so you will have additional time to secure texts and materials into alternate format.

The Disability Support Services office is responsible for locating readers or assistants for use in class or while you are taking a test. If you need readers in class, contact the DSS coordinator as soon as possible to arrange for them.

You may want to tape lecture notes or use a Braille writer or laptop computer to write notes. If you prefer to use a notetaker instead, contact the Disability Support Services Office to determine if they provide that service. In some cases, it may be necessary to ask a student in the class to take notes for you. Talk with the student or ask the instructor to help you select a notetaker.

For some assignments, such as in science labs or math classes, you might arrange to work with a partner.

Your VR office is responsible for paying readers that you use for personal reading (e.g., studying or reading leisure books).

*Note: While most classroom reading assignments can be obtained in alternate format, there will always be last minute assignments and handouts which require the use of a reader.

The college or university is responsible for paying for readers or assistants for use in class, for classroom assignments, or while testing.

You are responsible for hiring readers if you need them for personal use. A student employment office is a good source for locating people. Also, students in many fraternities and sororities may be interested in becoming readers, or you can post an announcement on a student bulletin board and ask students to contact you.

When you use readers, treat them as employees. Make a contract with each reader, hold him or her to that contract,

and if it is not honored, you may dismiss the person.

Conclusion

Students who are blind or visually impaired need to learn as much as they can so they can be active decision makers when they are choosing their postsecondary education. To aid them in this process, it is wise for students to seek advice from high school counselors, Vocational Rehabilitation counselors, postsecondary advisors, professionals who are themselves blind or visually impaired, family members, and friends. They should learn as much as they can about their own skills and needs, and the people with whom they will be working. This will ensure that their chances of success will be much greater in postsecondary education.

SELECTED RESOURCES

Information and Advocacy Agencies

American Council of the Blind (ACB)
1155 15th Street NW, Suite 720
Washington, DC 20005
(202) 467-5081
(800) 424-8666

ACB is an information, referral, and advocacy organization with 52 state/regional affiliates. The goals of ACB are to improve the well-being of people who are blind or visually impaired through legislative advocacy; to encourage persons who are blind or have visual impairments to develop their abilities; and to promote a greater understanding of people who are blind or have visual impairments. ACB also has a student chapter, National Alliance of Blind Students (NABS).

American Foundation for the Blind (AFB)
15 West 16th Street
New York, NY 10011
(212) 620-2000
(800) 232-5463

AFB provides information and consultation in the areas of education, rehabilitation, employment and special products. It also publishes **The Journal of Visual Impairment and Blindness**, which is available on a subscription basis. Six regional centers around the country provide advice, technical assistance, and referral to local services and agencies.

Association on Higher Education and Disability (AHEAD)
P.O. Box 21192
Columbus, OH 43221-0192
(614) 488-4972 Voice/Text Telephone

AHEAD (formerly AHSSPPE) is the professional and advocacy organization for disability support service providers. The organization provides advice and technical assistance, publishes the **Journal of Postsecondary Education and Disability**, a newsletter (**Alert**), and various other publication. AHEAD also holds an annual conference, and sponsors various special interest groups, including a group for students who are blind or visually impaired, and professionals who work with them.

Council of Citizens with Low Vision International (CCLV)
5707 Brockton Drive, #302
Indianapolis, IN 46220
(317) 254-1185
(800) 733-2258

CCLV is a membership organization composed of individuals with low vision, professionals with low vision, and/or who are working with low vision, and families of individuals with low vision. CCLVI serves as a clearinghouse on low vision; and promotes education, research, legislation, and the elimination of barriers to individuals with low vision.

Mississippi State University
Rehabilitation, Research and Training
Center on Blindness and Low Vision
P.O. Drawer 6189
Mississippi State, MS 39762
(601) 325-2001 Voice/Text Telephone

The only research, rehabilitation and training center focusing on blindness and low vision, the Center identifies, assesses, and augments services to facilitate the employment and career development of persons who are blind or visually impaired.

National Federation of the Blind (NFB)
1800 Johnson Street
Baltimore, MD 21230
(410) 659-9314

NFB is a consumer group that can answer questions about blindness, refer people to appropriate resources or adapted equipment, and send a publications list. NFB has a number of scholarships available for students in postsecondary education. It also publishes **The Braille Monitor**, and sponsors JOB (Job Opportunities for the Blind), a job listing and referral service.

For Students

National Alliance of Blind Students (NABS)
1155 15th Street NW, Suite 720
Washington, DC 20005
(202) 467-5081
(800) 424-8666

NABS provides a national voice for students with visual impairments. It has an annual convention, a newsletter, **The Student Advocate** ($3.00 a year), and a program to assist with employment. The staff also does scholarship searches and is constantly updating their findings. NABS is an affiliate of the American Council of the Blind; membership is $5.00 a year.

National Federation of the Blind,
Student Chapter
31548 Large Vista Road
Valley Center, CA 92082
(619) 749-0103

The Student Division of the National Federation of the Blind is an organization devoted to considering and acting upon issues concerning students who are blind. The Student Division is a self-support group for students who are blind and a mechanism for political action. It serves as the voice of organized students who are blind in America.

Recordings, Books and Tapes

American Printing House for the Blind (APH)
1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206-0085
(502) 895-2405

APH, established in 1858, manufactures materials for people who are blind. Reading materials include textbooks and magazines in Braille and large print. APH also records books, and produces educational tools such as braille writing and embossing equipment, computer software and hardware, educational games, low vision aids, braille and large type paper, binders, and notebooks. APH also sells tape recorders designed to record taped publications.

National Alliance for the Visually Handicapped (NAVH)
22 West 21st Street
New York, NY 10010
(212) 889-3141

NAVH offers services for persons with low vision. Large print publications are available for persons with low vision, professionals, paraprofessionals, and families. People can order some free large print materials through NAVH's Loan Library.

National Library Service for the Blind and Physically Handicapped
Library of Congress
1291 Taylor Street, NW
Washington, DC 20542
(202) 707-5100

The Library Service provides, free of charge, recorded and Brailled recreational materials to persons with documented visual impairments which prevent them from reading regular print materials. The NLS also can produce a list of regional libraries upon request.

Recording for the Blind (RFB)
20 Roszel Road
Princeton, NJ 08540
(609) 452-0606
(800) 221-4972 (book orders only)

RFB is a non-profit service organization providing recorded textbooks, library services, and other educational services to individuals who cannot read regular print because of a visual, perceptual or physical disability. Registering as a RFB member requires documentation of disability and a one-time only registration fee of $25.00.

For information on computerized books, software, or hardware, call Recording for the Blind, 52 Corbin Hall, University of Montana, Missoula, MT 59812. (406) 243-5481.

Voice Indexing for the Blind (VIB)
7420 Westlake Terrace, #203
Bethesda, MD 20817
(301) 469-9470

VIB specializes in voice indexing, which allows users to highlight and scan taped materials. It also provides voice-indexed recordings on contract, and lectures on how people with blindness or low vision can access printed materials.

Books and Publications

Barrier Free in Brief (1992). Washington, DC: American Association for the Advancement of Science, 1333 H Street NW, Washington, DC 20005. (202) 326-6630 Voice and Text Telephone.

Barrier Free in Brief is a series of four booklets that describe the ways that the sciences can be made accessible for people with disabilities. One booklet, *Laboratories and Classrooms in Science and Engineering*, describes accessible classrooms and laboratories, and laboratory equipment designed for people with disabilities. One section focuses on people who are blind or have visual impairments. Another booklet, *Workshops and Conferences for Scientists and Engineers* , describes strategies for accessible conferences, workshops and lectures; one section focuses on people with blindness and visual impairments. For more information or to order copies free of charge, contact the American Association for the Advancement of Science, 1333 H Street NW, Washington, DC 20005. (202) 326-6630 Voice and Text Telephone.

A Directory of Services for Blind and Visually Impaired Persons in the United States
1990). New York, NY: American Foundation for the Blind, 15 W. 16th Street, New York 10011. (800) 232-5463; (212) 620-2000. $50.00.

This guide is a comprehensive listing of services in each state for people who are blind or visually impaired. Among the services listed are residential schools, state vocational rehabilitation agencies or commissions for the blind, library services, and local or state support groups.

Auxiliary Aids and Services for Postsecondary Students with Handicaps: Higher Education's Obligations under Section 504 (1991). Washington, D.C., U.S. Department of Education, Office of Civil Rights. Available free of cost through Regional Offices of Civil Rights.

This pamphlet outlines through a question and answer format the responsibilities of the postsecondary institution towards students with disabilities. The booklet defines auxiliary aids, outlines the responsibilites of students with disabilities, and answers common questions posed by both students and administrators.

Living with Low Vision: A Resource Guide for People with Sight Loss. (1990). Lexington, MA: Resources for Rehabilitation, 32 Bedford Street, Suite 19A, Lexington, MA. (617) 862-6455. $35.00 plus $5.00 shipping and handling.

This large print (18 point bold type) comprehensive directory helps people with sight loss locate services, products, and publications they need to keep reading, working and living independently. New chapters on self-help groups, how to keep working with vision loss, and making every day life easier are included.

A Picture is Worth a Thousand Words for Blind and Visually Impaired Persons Too! An Introduction to Audiodescription. (1991). New York, NY: American Foundation of the Blind, 15 W. 16th Street, New York, NY 10011. (212) 620-2029. (800) 232-5463.

This is a new publication by the American Foundation of the Blind (AFB) that describes an innovative service called audiodescription. Audiodescription allows people who are blind or visually impaired to hear verbal descriptions of visual events during television shows or plays that they may otherwise miss. For example, while watching television, a student who is blind may hear a description of a hunter

stalking a wild animal that otherwise may not come across.

The publication comes in a booklet and an audiotape that is available from AFB for $4.95. For further information, contact the American Foundation of the Blind, 15 West 16th Street, New York, NY 10011. (212) 620-2029.

Postsecondary Education and Career Development: A Resource Guide for the Blind, Visually Impaired, and Physically Handicapped (1990). National Federation for the Blind, 1800 Johnson Street, Baltimore, MD 21230. (410) 659-9314. $5.95.

This publication is a helpful guide for disability support service providers, job developers, and career and placement counselors working with students who are blind or visually impaired. The publication lists resources and strategies that the students and the professional who work with them can use in locating jobs or succeding in postsecondary education.

The following publications are available free of charge from the HEATH Resource Center, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036. (202) 939-9320; (800) 544-3284. Both lines are Voice and Text Telephone.

Financial Aid for Students with Disabilities (1989).

This publication outlines the sources of financial aid for students with disabilities. It includes an explanation of five federal financial programs that enable college and university students to obtain financial aid for college, a description of federal-state programs enabling students with disabilities to become employed, and information about available grants and scholarships.

How to Choose a College: A Guide for a Student with a Disability (1991).

This publication presents helpful guidance for students with disabilities who are looking for colleges and programs that can best meet their needs. It provides questions and ideas for students to use when selecting colleges, and investigating available support services.

The Student Consumer Speaks Up (1989).

This newsletter reprint suggests helpful strategies that students with disabilities can use to obtain the services they need on campus, and how to educate other university personnel and students about their disabilities.

Vocational Rehabilitation Services: A Postsecondary Student Consumer's Guide (1989).

The guide outlines Vocational Rehabilitation (the federal-state program that assists people with disabilities to become employed), describes how it works, and explains how to obtain VR assistance.

Technology

The organizations below can provide information about available computer products for people with visual impairments, and can assist in obtaining them.

American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Frankfort, KY 40206-0085
(502) 895-2405

Clearinghouse on Computer Accommodation
Information Resources Management
General Services Administration
18th and F Street NW
Room 2022, Code KGDO
Washington, DC 20405

Closing the Gap
Resource Consortium
P.O. Box 68
Henderson, MN 56041
(612) 248-3294

Computer Center for the Visually Impaired
Baruch College
17 Lexington Avenue
Box 515
New York, NY 10010
(212) 725-7644

Project EASI
University of California,
Los Angeles
Office of Academic Computing
5628 MSA
405 Hilgard Avenue
Los Angeles, CA 90024
(213) 206-4839 Voice
(213) 206-5155 Text Telephone

IBM National Support Center for Persons with Disabilities
P.O. Box 2150
Atlanta, GA 30301-2150
(800) 426-2133 Voice
(800) 284-9482 Text Telephone

National Technology Center
American Foundation for the Blind
15 West 16th Street
New York, NY 10011
(212) 620-2080

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Elizabeth T. Spiers
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HEATH RESOURCE CENTER

National Clearinghouse on Postsecondary Education for Individuals with Disabilities

The HEATH Resource Center is a clearinghouse which operates under a Congressional legislative mandate to collect and disseminate information nationally about disability issues in postsecondary education. Funding from the United States Department of Education enables the Center to increase the flow of information about educational support services, policies, and procedures related to educating or training people with disabilities after they have left high school.

HEATH Resource Center is designed to:

- identify and describe educational and training opportunities
- promote accommodations which enable full participation by people with disabilities in regular, as well as specialized, postsecondary programs;
- recommend strategies which encourage participation in the least restrictive and most productive environment possible for each individual.

To accomplish these goals, HEATH has an extensive publication program, a toll-free telephone service, and a professional staff which participates in a strong network of colleagues across the country.

Information from HEATH is a newsletter published three times a year and distributed nationally, free of charge, to subscribers. The newsletter highlights campus programs, provides information about new or pending legislation, and offers reviews of new publications and other media products. HEATH resource papers, monographs, guides, and directories focus on disability-related issues as they emerge on college campuses or in vocational-technical training schools, adult education programs, independent living centers, and other community-based training programs. Single copies of HEATH publications are free and may be reproduced. Most are available by request on audiocassette tape or computer disk.

HEATH's constituency is comprised of postsecondary administrators and service providers, teachers and instructors, high school and vocational rehabilitation couselors, government officials, librarians, health professionals, journalists, as well as those with disabilities and their families. The toll-free telephone line is available to encourage direct interaction with HEATH staff.

Participation by HEATH staff in national, regional, and statewide conferences and training workshops has led to the development of a national network of professionals across the nation. This network enables staff to suggest speakers, access options, audiovisual materials, and other resources to enhance such meetings.

HEATH staff can be reached Monday-Friday, 9 a.m.-5 p.m. Eastern Time at (800) 544-3284; or, in the Washington, DC metropolitan area, at (202) 939-9320; both lines are available for Voice or TDD calls.

Inquiries may also be mailed to HEATH at One Dupont Circle, Suite 800, Washington, DC 20036. Inquiries will receive prompt attention.

HEATH Resource Center is a program of the American Council on Education.

Hoke Smith, *Board Chair*, ACE
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